

taxes, and for other purposes; to the Committee on Governmental Affairs.

By Mr. REID (for himself and Mr. BRYAN):

S. 2212. A bill to amend title V of the Trade Act of 1974 to include unwrought titanium as an article that may not be designated as an eligible article under the Generalized System of Preferences; to the Committee on Finance.

By Mr. FRIST (for himself, Mr. WYDEN, Mr. KERREY, Mr. DEWINE, Mr. GLENN, Mr. KEMPTHORNE, Mr. FORD, Mr. HELMS, Mr. GRASSLEY, Mr. ROTH, Ms. COLLINS, and Mr. SMITH of Oregon):

S. 2213. A bill to allow all States to participate in activities under the Education Flexibility Partnership Demonstration Act; to the Committee on Labor and Human Resources.

By Mr. LOTT (for himself, Mr. COVERDELL, Mr. CRAIG, Mr. THURMOND, Mr. COATS, Mr. INHOFE, Mr. STEVENS, Mr. GRAMM, Mr. MCCONNELL, Mr. THOMAS, Mr. KEMPTHORNE, Mr. BURNS, Mr. CAMPBELL, Mr. HUTCHINSON, Mr. KYL, Mr. ABRAHAM, Mr. ALLARD, Mr. COCHRAN, Mr. GREGG, Mr. SMITH of New Hampshire, Mr. GRAMS, Mr. ROBERTS, Mr. THOMPSON, Mr. ASHCROFT, Mr. MACK, Mr. HAGEL, Mr. D'AMATO, Mr. MCCAIN, Mr. BENNETT, Mr. FRIST, Mr. HATCH, Mr. GRASSLEY, Mr. MURKOWSKI, and Mr. SESSIONS):

S. 2214. A bill to amend the Internal Revenue Code of 1986 to reduce individual capital gains tax rates; to the Committee on Finance.

SUBMISSION OF CONCURRENT AND SENATE RESOLUTIONS

The following concurrent resolutions and Senate resolutions were read, and referred (or acted upon), as indicated:

By Mr. AKAKA:

S. Res. 254. A resolution expressing the sense of the Senate that the United States has enjoyed the loyalty of the United States citizens of Guam, and that the United States recognizes the centennial anniversary of the Spanish-American War as an opportune time for Congress to reaffirm its commitment to increase self-government consistent with self-determination for the people of Guam; to the Committee on Energy and Natural Resources.

By Mr. D'AMATO:

S. Con. Res. 105. A concurrent resolution expressing the sense of the Congress regarding the culpability of Slobodan Milosevic for war crimes, crimes against humanity, and genocide in the former Yugoslavia, and for other purposes; to the Committee on Foreign Relations.

STATEMENTS ON INTRODUCED BILLS AND JOINT RESOLUTIONS

By Mrs. MURRAY (for herself, Mr. KENNEDY, Mr. DODD, Mr. DASCHLE, Ms. MOSELEY-BRAUN, Mrs. BOXER, Mr. LEVIN, Mr. ROBB, Mr. LIEBERMAN, Mr. REED, Mr. LAUTENBERG, Ms. LANDRIEU, Mr. TORRICELLI, Mr. BRYAN, Mr. KERRY, Mr. AKAKA, Mr. GLENN, Mr. BINGAMAN and Ms. MIKULSKI):

S. 2209. A bill to reduce class size in the early grades and to provide for teacher quality improvement; to the Committee on Labor and Human Resources.

CLASS-SIZE REDUCTION AND TEACHER QUALITY ACT OF 1998

Mrs. MURRAY. Mr. President, today I send to the desk legislation to help school districts hire 100,000 well-prepared teachers to combat overcrowding in our nation's classrooms. Few issues are more important to the American family than the quality of our public schools. With challenges like illiteracy, poor work and study skills, and the threat of student violence, what we need are strategies that work to produce results for all students. Increasing the number of well-qualified teachers to reduce class size is an effort that works.

The research is clear, and the research only backs up what our school communities have long known, that class size reduction improves student achievement. Unlike vouchers and tax schemes that don't provide the benefits for schools or students that they claim—class size reduction works, and it benefits all students.

Public education is important to the American people, and has been since the beginning of our nation. The public school is one of the most effective self-betterment tools in the history of this country.

But this bastion of democracy is threatened when public expectation changes, and the public school is not allowed to follow the public will. There was a time not long ago when people with a high school diploma or people who had not graduated from high school could still participate meaningfully in our economy. Those times have changed.

Americans expect public schools to educate all students to a higher standard, and expect a high school diploma to be accurate assurance that a graduate knows and can do what it takes to succeed in higher education and in today's economy. Most teachers in most classrooms do a good job—and some are clearly gifted.

But many teachers, excellent in other ways, lack the training, preparation, and know-how to teach reading in ways that reflect the best research. Many otherwise skilled teachers need help to teach today's skills with today's technology. And any teacher has a difficult time getting youngsters ready for today's world when there are more than 30 children in a classroom.

So the class size reduction bill I'm introducing today puts the funds in the hands of local school districts to train teachers in effective practices, to get uncertified teachers up to certification standards, to provide mentor teachers for teachers who need it, and to improve teacher recruiting.

Improving class size is an investment in our future that we know will pay dividends. This proposal is still building momentum in Congress. Twice now, this class size proposal has been voted on this year, and the last time it was one vote away from passage. The public is aware that efforts such as the Coverdell IRA proposal do not provide

results even for the few students they are targeted to help. Ask any parent or student, and they'll tell you class size reduction works for all students.

The President had originally talked about funding class size reduction with tobacco revenues, but class size improvement was left out of the bill that left the Commerce Committee.

With or without a tobacco bill, we can pass the class size improvement initiative and keep a balanced budget. In the President's budget request, there are still more than \$20 billion in mandatory and tax offsets we have not yet used. There are several ways to fund a class size initiative, keep a balanced budget, and provide in one action real results for all students.

Also, as I've mentioned before, this really is an issue of priorities. Yesterday, the House Appropriations Committee took a meat cleaver to social programs, such as elimination of the summer jobs for teenagers, and winter heating assistance for elderly people in harsh winter climates. This year, thanks to the tough decisions I and others here made in 1993 and other factors, we are looking at a balanced budget.

Now more than ever, the American people priorities are what matter, and they must be reflected in our funding decisions. These are their federal tax dollars we are investing, and education is a much higher priority to most Americans than the two percent of spending it currently holds.

We have been sending out and continue to send funds to communities so they can hire 100,000 police officers. The communities which have hired these officers have responded with enthusiasm. Allowing school districts to hire 100,000 teachers to school districts will do the same thing—invigorate both the local school district they affect, and the state governments who can fund class size improvement on a greater scale.

The American people want their national investments to be common sense solutions that work. They want to see national initiatives jump-start real improvements in their local school. They want better teachers, and smaller class sizes. They want to know that when their child goes to school next fall, they are going to get good answers to their perennial questions: "Who's your teacher, and how many kids are in your class?"

By Mr. DURBIN:

S. 2210. A bill to amend the Immigration and Nationality Act with respect to the requirements for the admission of nonimmigrant nurses who will practice in health professional shortage areas; to the Committee on the Judiciary.

NURSING RELIEF FOR DISADVANTAGED AREAS ACT OF 1998

• Mr. DURBIN. Mr. President, Today I introduce the Nursing Relief for Disadvantaged Areas Act of 1998. Today,